

CHAPTER 1

INTRODUCTION

A. Background of the Study

Technological developments are advancing rapidly in various activities, especially in the world of education, resulting in easier, more efficient, accessible, and maximized learning processes. Julita & Purnasari (2022) support the idea that using technology as a learning tool fosters success and creativity, enabling humans to accomplish tasks that are typically impossible and simplifying various activities, thereby creating more engaging processes.

Digital media is crucial for increasing the efficacy of English language instruction (Shadiev and Yang, 2020). Students can participate in interactive learning experiences through the use of instructional software, applications, and online learning platforms (Darmirah, 2022). Through various exercises, games, quizzes, and simulations, students can actively engage in their education. Furthermore, digital media offers flexibility and simplicity of access. As long as they have internet connectivity, students can access learning materials at any time and from any location. This is especially advantageous for people with hectic schedules or little access to conventional learning tools (Alenezi, 2020).

Furthermore, several multimedia forms, including text, graphics, audio, and video, can be employed to help students comprehend the content in different ways based on their preferred methods of learning (Ni, Wang, & Liu, 2020). Students can learn through podcasts, vocabulary practice applications,

instructional videos, and even online platforms that enable communication with native speakers. Many digital platforms offer auto correction and immediate feedback, which aid students in fixing their errors and raising the standard of their education. All things considered, digital media gives students access to real learning materials, boosts motivation, and allows them to practice on their own while still tracking their learning progress (Elisa, 2023).

According to observations conducted on Wednesday, November 26, 2025, at MTs Quranic Scientia regarding the use of digital media, teachers use digital media in learning (Kurikulum Berbasis Capaian). English using the independent curriculum, an in-depth approach, and KBC. The school also provides media such as laptops and smartboards. Teachers teach English using presentation slides, audio, and online quizzes as learning media. Students show enthusiasm when using digital media, and the use of digital media has provided positive impacts on students' skills. For example, listening skills, using audio helps improve their skills.

Different students use digital media at different levels of comprehension and motivation. Some students believe that digital media significantly improves their comprehension of English-language content, while others struggle or feel perplexed. The effectiveness of learning with digital media is also influenced by variables like teacher support, device availability, and internet connectivity. Therefore, it is important to understand how students perceive the use of digital media in English language learning.

This study looked at how students felt about using digital media to learn English because it has become a crucial component of contemporary education and has a big influence on students' educational experiences. To determine whether the usage of digital media helps or hinders students' learning, it is essential to understand their perceptions. Students in the eighth grade were chosen in particular because they have had a lot of experience learning English through digital media, which allows them to respond with greater reflection and meaning than students in the seventh or ninth grades, who are still getting used to the changes, or those who are more concerned with studying for tests. Because MTs Quranic Scientia actively incorporates digital media into its English teaching methods, it was chosen as the research site. This makes it a pertinent and suitable setting to examine how students view its application in a typical classroom setting.

Nevertheless, despite the fact that a large number of earlier studies have looked at how students view digital media in English language instruction, most of these studies are carried out at high schools or universities. Masykuri & Basuki's (2022) and Elisa's (2023) research mostly focuses on tinggi education masters. Many studies concentrate on how kids perceive their first school, particularly in Islamic institutions such as MTs Quranic Scientia.

Furthermore, previous research often highlights the effectiveness of digital media or measures student responses. However, few studies have used thematic analysis and open-ended responses to delve deeper into students' perceptions and understand their actual experiences, emotions, and difficulties

in the classroom. Therefore, it is crucial to conduct research that focuses on how eighth-grade students perceive the use of digital media in their real-life learning environments for English language acquisition.

Teachers and educational institutions can evaluate how well digital media helps students learn English by knowing how they perceive it. It is anticipated that the study's findings will help refine teaching strategies to better meet the requirements and preferences of individual pupils. For this reason, studying English at MTs Quranic Scientia can be more efficient, engaging, and helpful for students as they navigate the difficulties of the digital era.

B. Focus of the Study

This study examines how eighth-grade students at MTs Quranic Scientia view studying English using digital media in the modern era. The study focuses on the opinions, experiences, and attitudes of students regarding the process of learning, including their level of comfort, interest, and challenges when using digital media to learn English. This research focuses on how students perceive and react to the use of digital media in English language learning, without delving further into learning outcomes, academic accomplishments, or the efficacy of instructional strategies.

C. Formulation of the Problem

This problem is formulated as follows: How do eighth-grade students at MTs Quranic Scientia perceive English language learning using digital media?

D. Purpose of the Study

The purpose of this study is to thoroughly characterize how eighth-grade students at MTs Quranic Scientia view studying English through digital media. It is believed that this study would help identify the opinions, attitudes, experiences, and challenges that students have when learning English using digital media.

E. Significance of the Study

1. Theoretical Significance

Strengthening prior theories and findings about the role of student perceptions and the influence of digital media use in language learning, and advancing our understanding of junior high school students' perceptions of learning English through digital media.

2. Practical

a. Teacher

Advising on how to choose, create, and use more engaging and effective digital media in accordance with the needs of students.

b. School

To be taken into account while enhancing resources, assistance, and teacher training on the use of digital media in English language instruction.

c. Student

Giving pupils the chance to voice their opinions in order to foster a more engaging and inspiring learning environment.

F. Definition of Key Terms

- Perception : as an interaction in which individuals interpret and synchronize their tactile experiences to provide context or impressions of the landscape. A further relationship incorporating the transfer of information or messages into the human brain is discernment (Hariyati, 2020).
- Digital Media : a technology-based, interactive learning tool that aims to increase students' comprehension, motivation, and involvement in the learning process.
- English Learning : The process of becoming proficient in both receptive (reading and listening) and productive (speaking and writing) English with the goal of enhancing intercultural understanding and communication. Learning English involves mastering four fundamental skills speaking, listening, reading, and writing all of which are connected and helpful, claim (Sharma & puri, 2020)